



# **2014 Assessment and Accountability Information Meeting**

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## **Interim Assessments and Formative Assessment Practices**

**Pete Callas, Administrator  
Assessment Development and Administration Division**



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State Superintendent  
of Public Instruction

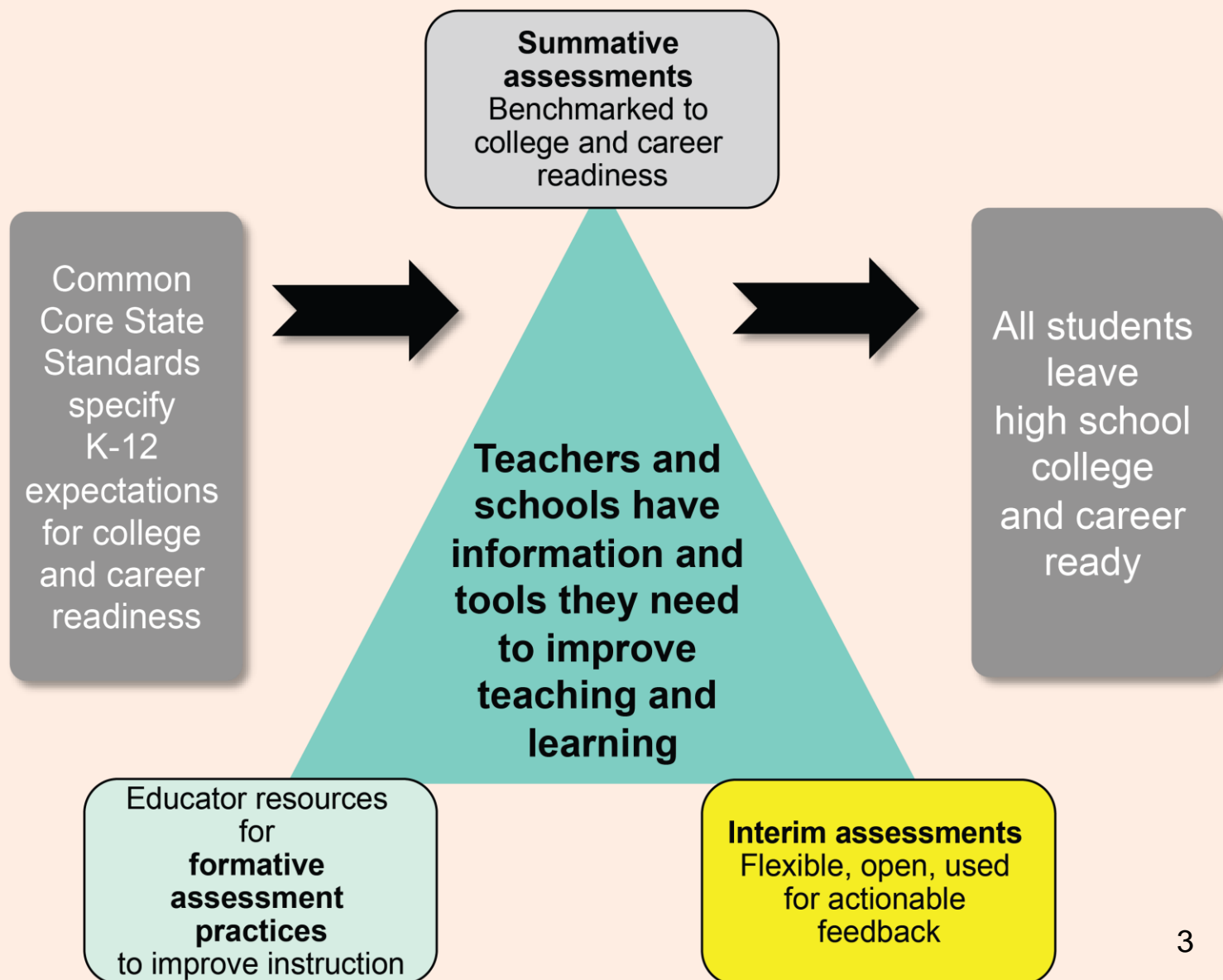
# Overview of Interim Assessments

- Outcomes
  - Purpose
  - Differences between:
    - Interim Comprehensive Assessments
    - Interim Assessment Blocks
  - Uses
  - Role within Smarter Balanced Assessments



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# A Balanced Assessment System





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# Interim Assessments

- The Smarter Balanced Interim Assessments comprise interim comprehensive assessments (ICAs) and interim assessment blocks (IABs)
- ICAs and IABs are alike in the following ways:
  - The quality criteria used for the ICA and IAB items are the same as those used for the summative assessment.
  - ICAs and IABs use the same universal tools, designated supports, and accommodations.
  - They will be available to all California teachers
    - January 2015
  - ICA and IAB use is optional.



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# Interim Comprehensive Assessments

ICAs mirror the summative assessment:

- Use the same blueprints as the summative.
- Assess the same range of standards.
- Have the same item types and formats.
- Include performance tasks.
- Require the same amount of administration time.
- Provide information regarding student readiness for the end-of-year summative assessment



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# ICAs (continued)

- Examples of the use of ICAs include:
  - Beginning of the year a student from another state is given the previous year's ICA.
  - Mid-year a teacher gives an ICA to gauge how students might perform on the summative assessment.



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# Interim Assessment Blocks

IABs assess fewer sets of skills and:

- Use the same targets, by grade level, as the summative blueprints.
- Consist of short, focused sets of items.
- Provide information about a student's strengths and needs in relation to the standards.
- Offer varied blocks by grade level and subject area.



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# IABs (continued)

## Mathematics Interim Assessment Blocks

Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Operations and Algebraic Thinking
Numbers and Operations in Base 10	Numbers and Operations in Base 10	Numbers and Operations in Base 10
Fractions	Fractions	Fractions
Measurement and Data	Geometry	Geometry
Mathematics Performance Task <sup>1</sup>	Measurement and Data	Measurement and Data
	Mathematics Performance Task <sup>1</sup>	Mathematics Performance Task <sup>1</sup>

1. This is a full performance task as students experience in the summative assessment.
2. Claim 1 items, as well as Claims 2, 3, and 4 items with appropriate domains identified, will be used for each block.





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# IABs (continued)

- Examples of use of the IABs include:
  - A teacher uses a block focused on argumentative writing to determine the degree of a student's understanding before or after instruction.
  - A team of teachers uses a block to become informed about how a group of students are performing in geometry.



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# Rollout of ICAs and IABs

- Initial item pool will be limited in depth.
- Initial ICAs and IABs will be in a fixed format
- As the item pool grows, ICAs and IABs will become available as computer-adaptive tests (CATs).



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# Administration of ICAs and IABs

- ICAs and IABs will only be administered online.
- The same teacher registration process as the summative assessment will be used.
- ICA and IAB administration will use the same test delivery interface as the summative assessment.
- Testing intervals are determined locally.
- There are no restrictions on the number of times ICAs and IABs may be administered.
- The items are not secure.



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# Grades Supported by Smarter Balanced Interim Assessments

- Interim assessments are available for grades 3 through 8 and for high school; however, administration is not constrained by grade level:
  - The grade 5 ICAs/IABs, for example, can be administered to grades above or below grade 5
  - High school IABs, because they test content appropriate across grade levels, could be given in grades 9, 10, 11, and/or 12.



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# Scoring and Results of the Smarter Balanced Interim Assessments

- Items are scored by the Smarter Balanced test delivery engine.
- Scoring of human-scored constructed-response items and performance tasks is a local responsibility.
- Score reports are generated once the constructed-response item scores and performance task scores are input into the system.



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# Scoring and Results of the Smarter Balanced Interim Assessments

- The ICAs and the IABs provide individual student results that teachers can examine in relation to the standards in order to adjust instruction.
  - ICA: Overall scale score and  
Score of “Below” “At/Near” or  
“Above” Standard for each Claim
  - IAB: Score of “Below” “At/Near” or  
“Above” Standard for each Block



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# Data Storage

Interim assessments results are maintained separately from the summative assessment results.



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# Use of Interim Assessment Scores

- Interim assessment results are reported locally, not to the state.
- Interim assessment results are not intended to be used for state and federal accountability.
- Results may be exported from the test management system and imported into the local student data management system





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# Formative Assessment Practices



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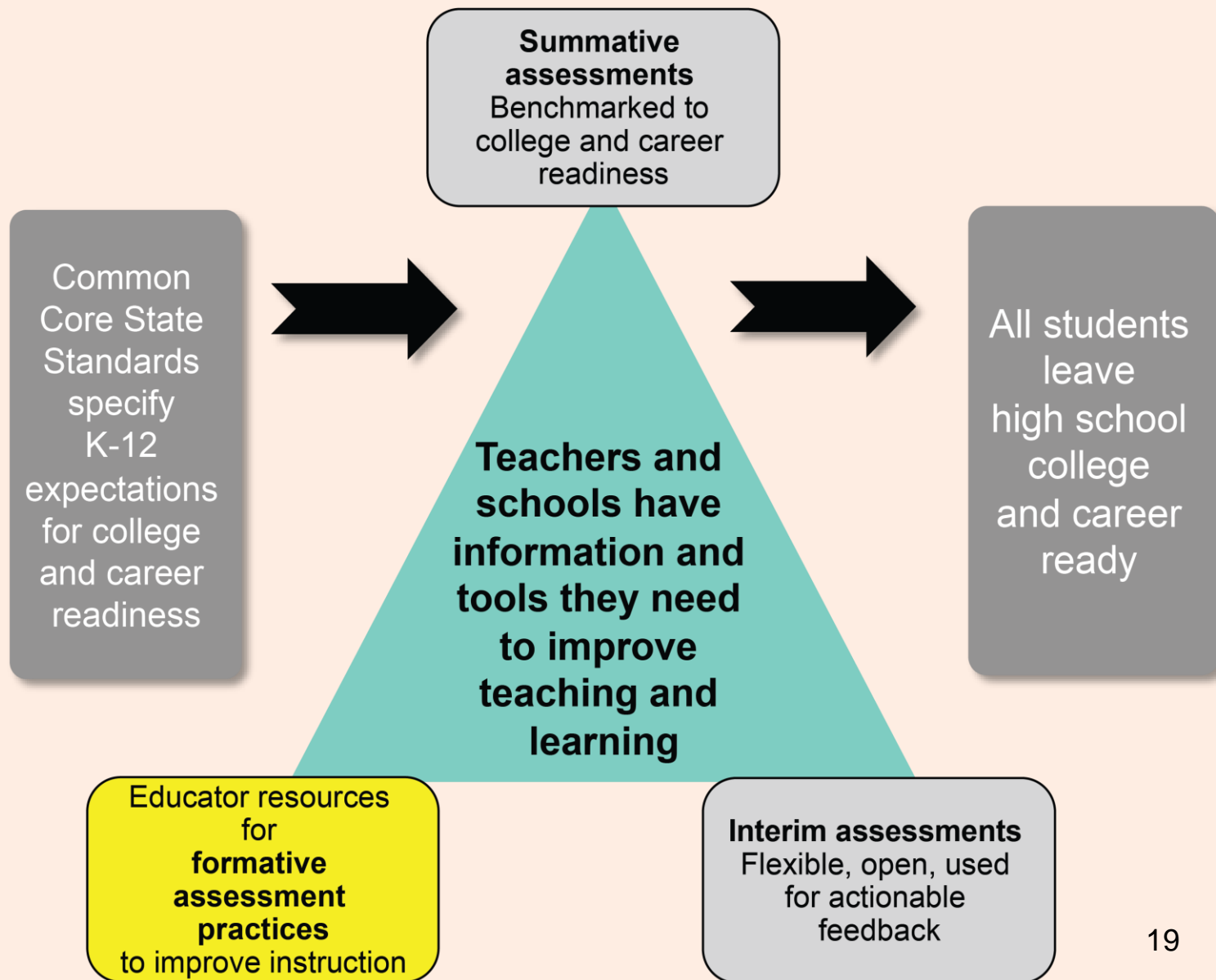
# Overview of Formative Assessment Practices

- Formative assessment process
- Smarter Balanced Digital Library resource submission
- Smarter Balanced Digital Library resource review
- Smarter Balance Digital Library Preview



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# A Balanced Assessment System





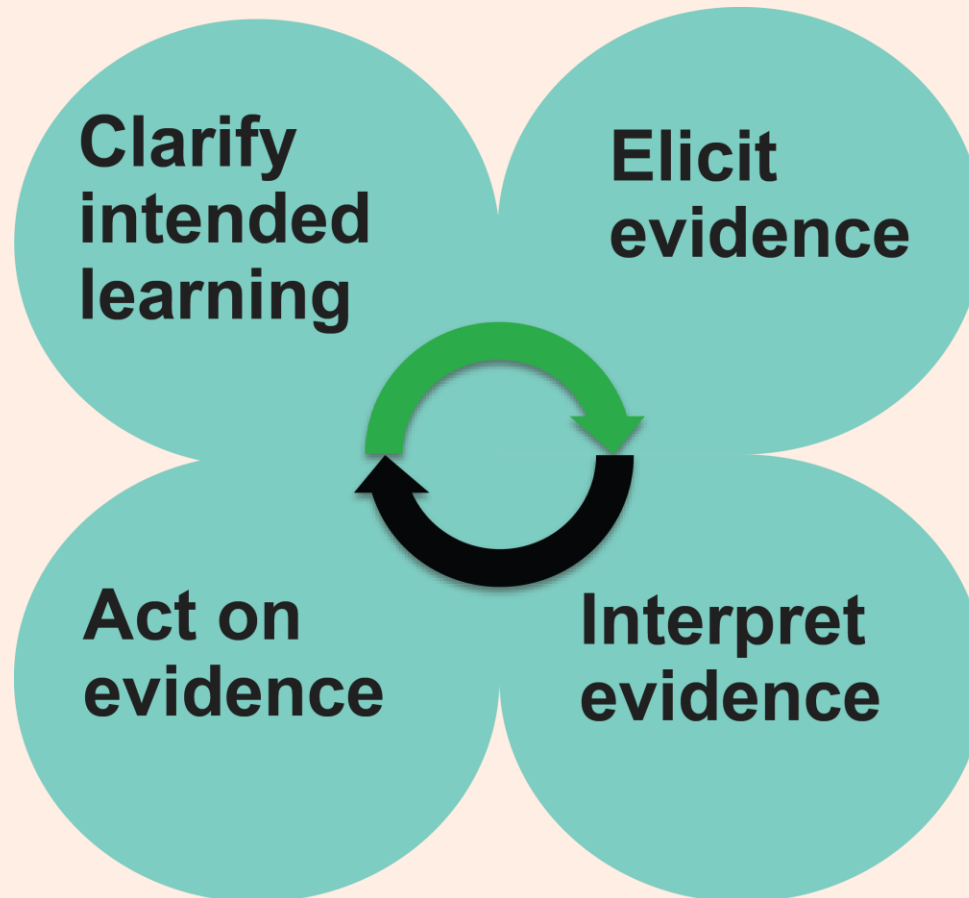
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# Definition of the Formative Assessment Process

Formative assessment is a deliberate **process** used by teachers and students **during instruction** that provides actionable feedback that is used **to adjust ongoing teaching and learning strategies** to improve students' attainment of curricular learning targets/goals.

It is also called “assessment **for** learning.”

# Four Attributes of the Formative Assessment Process





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# Digital Library Resources

## Sources:

- State Network of Educators (SNE) developed
- Commissioned modules

## Types:

- Instructional
- Professional learning
- Combination



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# What the Digital Library Is Not ...

**A bank of  
assessment  
items**

**A learning management  
system in which  
educators can register for  
training or receive credit  
by completing specific  
online courses**

**A library for general  
public (will require  
registration and login)**

**A site to freely post  
resources**

# State Network of Educators

## Composition

- 60–150 members per state
- Comprised of K–12 educators and higher–education faculty
- Each network has diverse expertise in:
  - Common Core State Standards (CCSS) mathematics and English–language arts, science, social science, general education, gifted and talented, English learners, and students with disabilities.

## Expectations

- Participate in 5 trainings.
- Help populate the Digital Library in advance of the June 2014 preview.
- Submit and review resources using the Quality Criteria.
- Use resources and collaboration tools for members' own professional learning and instruction.
- Provide feedback on the resources in the library, review and posting process, Quality Criteria, and usability of software.





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# Gatekeeping Criteria

- Matches the Cover Profile
- Legible, viewable, functional
- Understandable
- Uses the formative assessment process
- Bias-free
- Free of student records/information
- Free of charge



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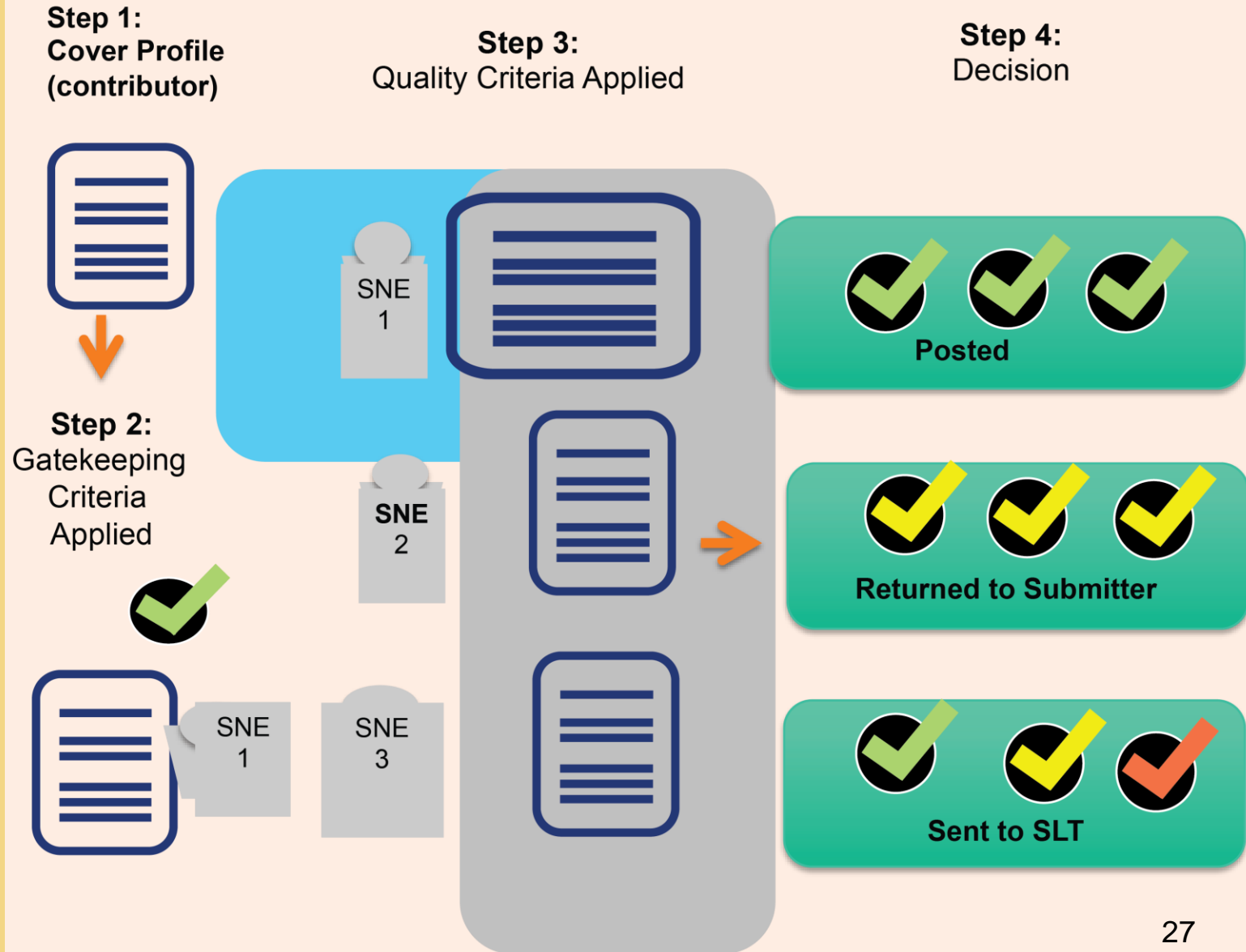
# Criteria for Resources

- Aligns with CCSS
- Incorporates formative assessment practices
- Demonstrates high-quality instruction
- Addresses learner differences
- Is engaging and user-friendly



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# Posting Work Flow





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# Smarter Balanced Digital Library Preview

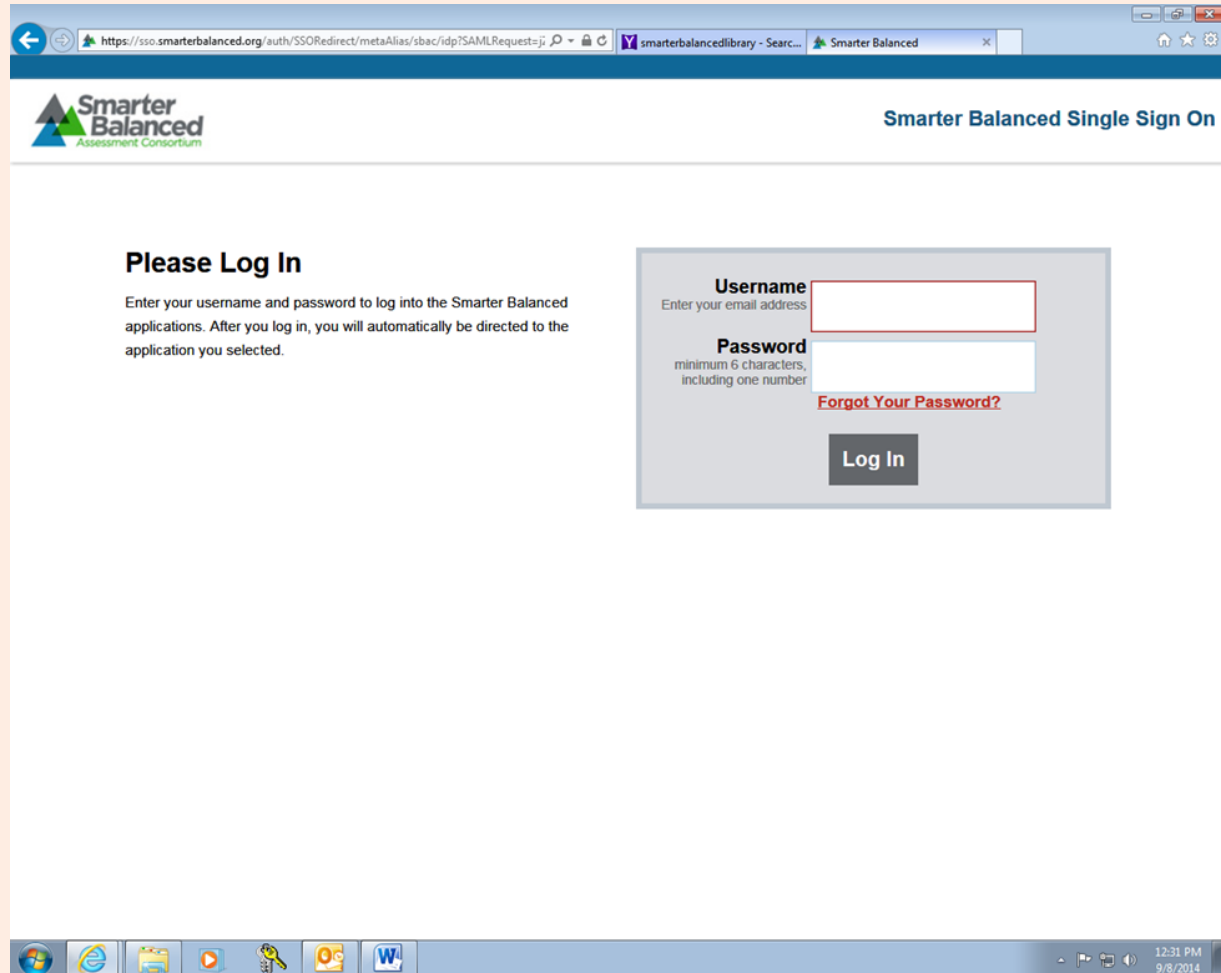
- Smarter Balanced invites local educational agencies (LEAs) and school staff to preview the Digital Library through September 30, 2014. The Digital Library will be in operational status on October 1, 2014.
- The preview will demonstrate initial functions and provide a limited set of resources to help educators understand the future utility of the Digital Library.
- Digital Library Preview user registration information was sent to LEA CAASPP coordinators.



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# Tour of the Digital Library

## Digital Library Log-in Page

A screenshot of a web browser displaying the Smarter Balanced Single Sign On page. The browser's address bar shows the URL: https://sso.smarterbalanced.org/auth/SSORedirect/metaAlias/sbac/idp?SAMLRequest=ji. The page header includes the Smarter Balanced Assessment Consortium logo and the text "Smarter Balanced Single Sign On". The main content area has a heading "Please Log In" followed by instructions: "Enter your username and password to log into the Smarter Balanced applications. After you log in, you will automatically be directed to the application you selected." To the right is a login form with two input fields: "Username" (with a subtext "Enter your email address") and "Password" (with a subtext "minimum 6 characters, including one number"). Below the password field is a red link "Forgot Your Password?". A "Log In" button is at the bottom of the form. The Windows taskbar at the bottom shows icons for Internet Explorer, File Explorer, and other applications, with a system clock indicating 12:31 PM on 9/8/2014.



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# Tour of the Digital Library

## Digital Library Front Page

The screenshot displays the Smarter Balanced Digital Library interface. At the top, the browser address bar shows the URL <https://www.smarterbalancedlibrary.org/digital-library-resources>. The page header includes the Smarter Balanced Assessment Consortium logo, the title 'Digital Library', and user options: 'Pete', 'Notifications', 'Feedback', 'Favorites (5)', and 'Help'. Below the header, there are tabs for 'Digital Library Resources' and 'Forums', along with a search bar. A section titled 'Hide Categories' contains several filter dropdowns: 'Subjects', 'Grades', 'Attributes of the Formative Assessment Process', 'Media Types', 'Resource Type', 'Intended End Users', 'Intended Student Populations', 'Educational Use', 'Module Type', 'Geographic Settings', and 'Common Core State Standards'. Below the filters, it indicates '1830 Resources' and provides sorting options ('Sort by: Newest') and a checkbox for 'Posted with Distinction Only'. A 'List View' toggle is also present. The main content area shows three resource cards, each marked with a green checkmark in the top right corner. The first card is titled 'Calculating Volumes of Compound Objects' and includes a table with columns for 'Unit Volume' and 'Total Volume'. The second card is titled 'Ferris Wheel' and includes a table with columns for 'Height' and 'Time'. The third card is titled 'The New England Fishing Industry: Sea Changes in a Community' and includes a table with columns for 'Grade', 'State', and 'Standard'. Each card has a brief description and a link to the resource.



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# Tour of the Digital Library

## Filter Example

The screenshot shows the Smarter Balanced Digital Library interface. The top navigation bar includes the Smarter Balanced Assessment Consortium logo, the text "Digital Library", and user options: "Pete", "Notifications", "Feedback", "Favorites (5)", and "Help". Below this is a search bar and a "Hide Categories" link.

The main content area is divided into two columns. The left column, titled "Subjects", contains a list of checkboxes for various subjects and standards. The right column, titled "Module Type", "Geographic Settings", and "Common Core State Standards", contains dropdown menus for filtering.

The "Subjects" dropdown menu is open, showing a list of checkboxes for various subjects and standards. The list includes:

- ☐ ELA - Reading Informational Text
- ☐ ELA - Reading Literature
- ☐ ELA - Reading Foundational Skills
- ☐ ELA - Writing
- ☐ ELA - Speaking & Listening
- ☐ ELA - Language
- ☐ Math Practice - 1. Make sense of problems and persevere in solving them
- ☐ Math Practice - 2. Reason abstractly and quantitatively
- ☐ Math Practice - 3. Construct viable arguments and critique the reasoning of others
- ☐ Math Practice - 4. Model with mathematics
- ☐ Math Practice - 5. Use appropriate units and labels

Below the filter menus, there are three resource cards displayed in a grid. Each card has a green checkmark in the top right corner and a brief description of the resource.

- Calculating Volumes of Compound Objects**: This resource involves the students...
- Ferris Wheel**: This is a ready-to-use resource that teachers...
- The New England Fishing Industry: Sea Changes in a Community**: This unit on primary sources chronicles the...

The bottom of the screen shows a Windows taskbar with various application icons and the system clock displaying 12:33 PM on 9/8/2014.



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# Tour of the Digital Library Resource Card Example

1830 Resources: Sort by: Newest ☐ Posted with Distinction Only

✓ Posted with Distinction

### Calculating Volumes of Compound Objects

Resource ID	Calculating Volumes of Compound Objects
14	1

This resource involves the students calculating the volumes of different compound objects. They decompose the compound shapes into simpler...

**Subjects:** Math Practice - 1. Make sense of problems and persevere in solving them, Math Practice - 6. Attend to precision, Math - Content - Geometry

**Grades:** 9 - Ninth Grade, 10 - Tenth Grade, 11 - Eleventh Grade, 12 - Twelfth Grade

**Media Types:** Image, Document, Presentation

14 1 (0)

### Ferris Wheel

Resource ID	Ferris Wheel
22	6

This is a ready-to-use resource that teachers can use in a unit about trigonometric functions and graphs. Including the pre-assessment, it...

**Subjects:** Math Practice - 4. Model with mathematics, Math Practice - 7. Look for and make use of structure, Math - Content - Functions, Math - Content - Modeling

**Grades:** 9 - Ninth Grade, 10 - Tenth Grade, 11 - Eleventh Grade, 12 - Twelfth Grade

**Media Types:** Document, Presentation

22 6 (0)

### The New England Fishing Industry: Sea Changes in a Community

**Objectives:**

- analyze primary sources, including historical photos, and timelines, and maps
- compare historical and modern language to make a point-to-point theme in the documents
- compare the mathematics, statistics, and applications of a collection between and a newly discovered historical case
- plan, research and conduct a debate on the need for restrictive legislation in the fishing industry

Grade	ELAF Literacy	Wonders! Social Studies
6	6.1, 6.2, 6.3	6.1, 6.2, 6.3
7	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 7.12

This unit on primary sources chronicles the first half of the 20th century through the lens of the New England fishing industry. Students...

**Subjects:** ELA - Reading Informational Text, ELA - Writing, ELA - Speaking & Listening, History/Social Studies - Reading, History/Social Studies - Writing, History/Social Studies - Other

**Grades:** 6 - Sixth Grade, 7 - Seventh Grade, 8 - Eighth Grade, 9 - Ninth Grade, 10 - Tenth Grade, 11 - Eleventh Grade, 12 - Twelfth Grade

**Media Types:** Document

22 6 (0)





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# Tour of the Digital Library Resource Page

The screenshot shows a web browser window displaying a resource page from the Smarter Balanced Library. The URL in the address bar is <https://www.smarterbalancedlibrary.org/content/calculating-volumes-compound-object>. The page has a blue header with navigation tabs: "About This Resource", "Collaboration", "Reviews", "Share", "Related Resources", and "Flag". Below the header, there is a "Glossary Of Terms" link. The main content area is divided into two columns. The left column contains sections for "SUBJECTS AND DOMAINS", "COMMON CORE STATE STANDARDS", "GRADES", "INTENDED END USERS", "INTENDED STUDENT POPULATIONS", and "MEDIA TYPES". The right column contains a "Summary" section and a "Specific Connection to the Formative Assessment Process" section. The "Summary" section describes a lesson where students calculate the volumes of different compound shapes by decomposing them into simpler ones. The "Specific Connection to the Formative Assessment Process" section describes how formative assessment strategies are used throughout the lesson. The bottom of the browser window shows a taskbar with various application icons and a system clock indicating 12:35 PM on 9/8/2014.



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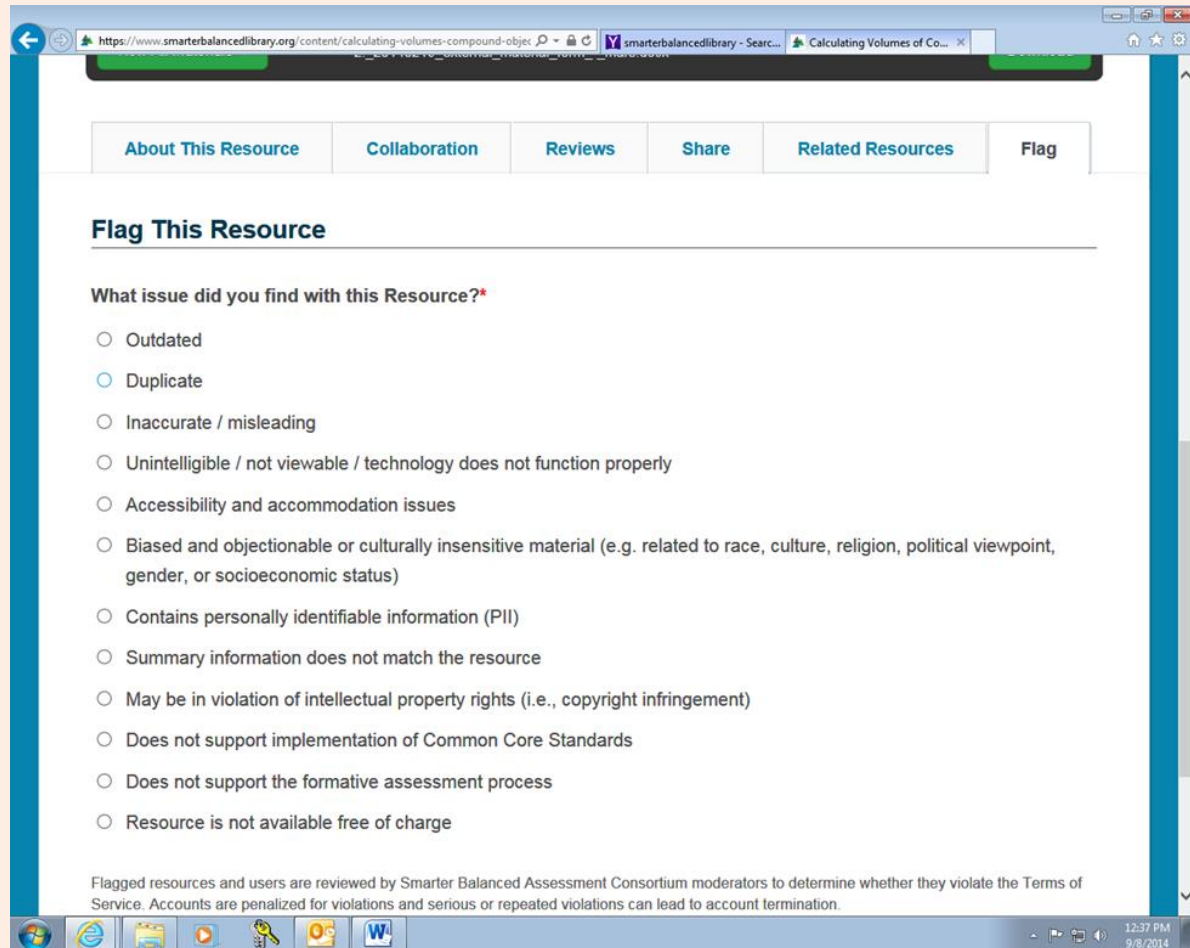
# Tour of the Digital Library Collaboration Page

The screenshot shows a web browser window displaying the Smarter Balanced Library Collaboration Page. The URL in the address bar is <https://www.smarterbalancedlibrary.org/content/calculating-volumes-compound-object>. The page features a dark header with a green 'View All Materials' button, the document title '2\_20140219\_external\_material\_form\_-\_mars.docx', and a green 'Download' button. Below the header is a navigation bar with tabs: 'About This Resource', 'Collaboration' (selected), 'Reviews', 'Share', 'Related Resources', and 'Flag'. A warning message states: 'Be aware this is a public site. You are participating as an employee of your district or institution.' Below this is a review section with the text 'Have you used this resource? If so, please take a moment to review it.' and a star rating system showing 0 reviews. The 'Collaboration' section shows '2 Topics' and a 'Sort by: Most Recent Activity' dropdown. There are two discussion topics, each with 0 posts: 'Implementation' and 'Suggested Modifications to Support a Range of Learners'. Both topics were started by 'Kathy' on September 7th, 2014, at 7:25 pm. The Windows taskbar at the bottom shows the time as 12:36 PM on 9/8/2014.



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# Tour of the Digital Library Flag Page

A screenshot of a web browser showing the "Flag This Resource" page on the Smarter Balanced Library. The browser's address bar shows the URL "https://www.smarterbalancedlibrary.org/content/calculating-volumes-compound-object...". The page has a navigation bar with tabs: "About This Resource", "Collaboration", "Reviews", "Share", "Related Resources", and "Flag". The "Flag" tab is selected. Below the navigation bar, the heading "Flag This Resource" is followed by the question "What issue did you find with this Resource?\*" and a list of 12 radio button options. At the bottom of the page, a disclaimer states: "Flagged resources and users are reviewed by Smarter Balanced Assessment Consortium moderators to determine whether they violate the Terms of Service. Accounts are penalized for violations and serious or repeated violations can lead to account termination." The Windows taskbar at the bottom shows the time as 12:37 PM on 9/8/2014.

[About This Resource](#) [Collaboration](#) [Reviews](#) [Share](#) [Related Resources](#) [Flag](#)

## Flag This Resource

What issue did you find with this Resource?\*

- ☐ Outdated
- ☐ Duplicate
- ☐ Inaccurate / misleading
- ☐ Unintelligible / not viewable / technology does not function properly
- ☐ Accessibility and accommodation issues
- ☐ Biased and objectionable or culturally insensitive material (e.g. related to race, culture, religion, political viewpoint, gender, or socioeconomic status)
- ☐ Contains personally identifiable information (PII)
- ☐ Summary information does not match the resource
- ☐ May be in violation of intellectual property rights (i.e., copyright infringement)
- ☐ Does not support implementation of Common Core Standards
- ☐ Does not support the formative assessment process
- ☐ Resource is not available free of charge

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